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ABSTRACT

In fall 1987, Alaska high school seniors were surveyed to determine their opinion of their overall high school experience, their need for additional assistance in selected academic and career planning areas, general demographic information, and post-graduation plans. A 21-item questionnaire was sent to all 211 Alaska public and private high schools in an effort to reach an estimated 7,160 seniors. Study findings, based on responses from 2,910 students, included the following: (1) 51% of the respondents were male, 69% were Caucasian, 18% were Alaska Native, 3% were Black, 3% were Oriental, and small percentages were Hispanic or other; (2) 26.7% rated their overall high school experience "outstanding", 87.8% gave it a "satisfactory" rating, and 9.9% rated it "poor"; (3) 48.4% expressed a need for more assistance in mathematics, 42.6% needed assistance in deciding on a career, and 34% needed assistance in reading and writing skills; (4) 50.6% planned to attend a four-year college, 9.4% planned to attend a two-year college, 8.3% expected to attend a vocational/technical school, and 1.3% planned to enter apprentice training; (5) students who had less than a C average were more likely than students with higher grades to plan to attend a vocational/technical school, become an apprentice, get a full-time job, or be undecided about their plans; and (6) 36% planned to continue their education at an Alaskan school, while 38.0% of those who were going to attend out-of-state institutions planned to return to Alaska after college. Appendixes contain the survey instrument and selected data tables. (AJL)

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1987-88

ALASKA HIGH SCHOOL SENIORS SURVEY REPORT

AUGUST, 1988

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INTRODUCTION

Over the past several years, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed. The first survey report was published for the 1977-78 academic year; this report represents the eleventh in the series.

During the fall of the 1987-88 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results can be used for administrative and academic planning within the State and for improving student counseling and advisement.

Also, questions were included to obtain information on disciplines which had been targeted for statewide examination by the State Department of Education. For 1987-88, the target disciplines were language arts and fine arts.

METHODOLOGY

A written questionnaire, consisting of twenty-one questions, was sent to all 211 Alaska public and private schools identified as having seniors in attendance.

For 1987-88, it was estimated that there were 7,160 students enrolled in the twelfth grade in Alaska. Of these 7,160 seniors, 2,910, or 40.6 percent, responded to this survey. Forty-five percent were seniors enrolled in Anchorage area schools. Students from Fairbanks accounted for 6.3 percent, Kenai/Soldotna for 12.7 percent, Ketchikan for 3.9 percent, Juneau for 1.4 percent, and the remainder of the students in the State accounted for 30.7 percent.

Five general groupings of questions were included in the questionnaire. These included items regarding:

1. the demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. a description of the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. a description of the educational experiences of the student in specific target disciplines (language arts and fine arts);
4. the postsecondary plans of the respondent (occupational choices, choice of college, post high school plans, etc.); and

5. a more detailed representation of the plans of the group of respondents planning to pursue some type of postsecondary education.

RESULTS AND ANALYSIS

A. Demographic Data

The demographic data indicate that the students who responded are a representative sample of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (51 percent) and half were female (49 percent); 69 percent were Caucasian, 18 percent were Alaska Native, 3 percent were Black, 3 percent were Oriental, and small percentages were Hispanic or other; 88 percent indicated annual family incomes of $15,000 or more; 75 percent indicated annual family incomes of $25,000 or more; and 92 percent were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 26 to 34).

B. High School Experience

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the following descriptors: outstanding, average, poor, or not provided. Those characteristics receiving the highest number of "outstanding" responses were: Athletic and Recreational Facilities; Counseling and Guidance Services; Quality of Instruction; Library and Vocational Training, as indicated in Table 1. With the exception of last year, these responses are consistent with the opinions of seniors who participated in the survey over the past several years. Seniors who graduated in 1987 chose as outstanding Qualify of Instruction; Grades, Marks, and Promotion Policies; Laboratory Facilities and Variety of Courses. Unless evidence from future surveys suggests otherwise, it

appears that last year's responses were an anomaly. This may be particularly encouraging because the percentage of seniors who noted that their overall high school experience was outstanding rose from 15.1 percent in 1987 to 26.7 percent. This year's response is similar to the historical attitudes of seniors since the survey began as shown in Table 2.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"OUTSTANDING" RESPONSES	
	Number	Percent
Athletic & Recreation Facilities	903	31.6
Counseling and Guidance Services	852	29.8
Quality of Instruction	772	26.9
Library, Learning Center Facilities	766	26.8
Vocational Training	754	26.5
Special Help for Students	596	20.9
Variety of Courses	536	18.7
Grades, Marks, Promotion Policy	442	15.4
School Rules, Regulations, & Discipline	436	15.2
Laboratory Facilities	421	14.8
Overall High School Experience	765	26.7

Those characteristics receiving the least number of "outstanding" ratings in 1987-88 were: Laboratory Facilities; School Rules, Regulations and Discipline; and Grades, Marks, Promotion Policies.

TABLE 2
ALASKA HIGH SCHOOL SENIORS RATING THEIR OVERALL
HIGH SCHOOL EXPERIENCE AS "OUTSTANDING"

Year	Percent
1977-78	25.8
1978-79	33.8
1979-80	30.5
1980-81	25.1
1981-82	31.3
1982-83	30.4
1983-84	28.4
1984-85	27.1
1985-86	28.1
1986-87	15.1
1987-88	26.3

Table 3 contains the "poor" response summary of the 1986-87 seniors. Those characteristics receiving the fewest "poor" ratings were: Quality of Instruction; Grades, Marks and Promotion Policy; and Vocational Training. The characteristics of School Rules, Regulations, and Discipline; Laboratory Facilities; and Counseling and Guidance Services were the most heavily criticized.

It is again promising to observe that the percentage of seniors who rated their overall high school experience as "poor" dropped to 9.9 percent after reaching a disturbingly high disapproval rate of 22.7 percent last year, which was by far the highest since the survey was initiated. This year's result is reflective of the historical trend which suggests that there exists a core of just under 10 percent of seniors who are dissatisfied with their high school experience.

The satisfaction rate of 87.8 percent, as measured by those seniors rating their high school experience as "average" or "oustanding" returned this year to a positive trend which began in 1983-84 when 83.4 percent of the seniors indicated satisfaction with their high school experience. The satisfaction rate climbed to 89.0 percent in 1986-87 and then plummeted to 77.3 percent last year.

TABLE 3
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"POOR" RESPONSES	
	Number	Percent
School Rules, Regulations, & Discipline	794	27.3
Laboratory Facilities	609	20.9
Counseling and Guidance Services	568	19.5
Variety of Courses	486	16.7
Library, Learning Center Facilities	382	13.1
Special Help for Students	378	13.0
Athletic & Recreation Facilities	370	12.7
Vocational Training	281	9.7
Grades, Marks, Promotion Policy	215	7.4
Quality of Instruction	132	4.5
Overall High School Experience	288	9.9

Further analysis of seniors' evaluation of their high school experiences was conducted by comparing the assessment of respondents from small and large schools. Small schools were identified as schools with 250 students or fewer; large schools had more than 250 students. Table 4 shows the percentages of "outstanding" responses for small and large schools. In several areas, seniors from large schools differed in opinion from those from small schools. In particular, there were considerable differences in the categories of Variety of Courses; Laboratory Facilities; Library, Learning Center Facilities; and School Rules, Regulations and Discipline.

Not too surprisingly, the seniors from large schools rate their Variety of Courses more highly than seniors from small schools. This also holds true for other facility characteristics (library and laboratory). In the area of School Rules and Regulations, the opposite is true. Seniors from small schools, on a nearly two-to-one basis over their counterparts from large schools, rate this school characteristic as "outstanding." It is encouraging to note that students from small schools, for the third year in a row, highly rate Quality of Instruction. Some reasons which have been suggested for this encouraging statistic are (1) the smaller schools, most of which have only been in existence for a few years, are beginning to mature; (2) there has been an increased emphasis on curriculum development; and (3) more students are graduating than in previous years.

TABLE 4
PERCENTAGES OF "OUTSTANDING" RESPONSES FOR
HIGH SCHOOL CHARACTERISTICS FOR LARGE AND SMALL SCHOOLS

CHARACTERISTICS	PERCENTAGE OF "OUTSTANDING" RESPONSES	
	Large School	Small School
Athletic & Recreation Facilities	33.4	23.3
Counseling and Guidance Services	30.7	24.6
Library, Learning Center Facilities	30.3	13.1
Vocational Training	28.0	19.0
Quality of Instruction	27.1	24.8
Variety of Courses	21.3	8.7
Special Help for Students	20.2	21.3
Laboratory Facilities	16.4	7.9
Grades, Marks, Promotion Policy	15.0	15.8
School Rules, Regulations, & Discipline	12.2	24.3
Overall High School Experience	27.3	23.0

Target Disciplines. Seniors were asked to evaluate their general knowledge and ability to express theirselves in special subject matter areas within Language Arts and Fine Arts. The descriptors used were: oustanding, average, poor, or not provided. As can be seen in Table 5, the seniors generally felt satisfied with their experiences in language arts but almost one in four rated their education in fine arts as "poor."

TABLE 5
DISTRIBUTION OF RATINGS OF GENERAL KNOWLEDGE
AND ABILITY TO EXPRESS ONESELF IN
LANGUAGE ARTS AND FINE ARTS

General Knowledge and Ability to Express	Language Arts		Fine Arts	
	Number	Percent	Number	Percent
Outstanding	794	28.3	711	27.7
Average	1,721	61.5	1,246	48.5
Poor	285	10.2	613	23.8
Total	2,800	100.0	2,570	100.0
No Response	110	--	340	--
Total	2,910	--	2,910	--

The seniors were also asked to rate their educational experience in specific subject matter fields within the general disciplines of Language Arts and Fine Arts.

The ratings of the seniors within each of the eighteen subject matter areas are presented in Table 6. In order to better understand the evaluation of the seniors, the percentage comparisons are only for those actually rating each subject matter area. For example, of the seniors indicating educational experience in Public Speaking, 28.1 percent rated that experience as "poor."

Those subject areas which received the highest "outstanding" ratings were: Instrumental Music (26.3), Creative Writing (26.0), Choral Music (23.7), Photography (22.9), and Drawing and Painting (22.1). Those receiving the highest "poor" ratings were: Alaska Native ARts (48.6), Sculpture (41.5), Media Productions (39.2), Dance (37.0), and Drama (35.6). A few subject areas, most notably Instrumental Music and Photography, seem to evoke strong responses at either extreme. The seniors rated them quite high or quite low, compared to other fields. It is somewhat distressing, however, that no more than one in four seniors rated any subject area outstanding while seven subject areas received a poor rating from at least one-third of the seniors.

TABLE 6

DISTRIBUTION OF SENIORS BY RATING OF EDUCATIONAL

EXPERIENCE IN SELECTED SUBJECT MATTER AREAS

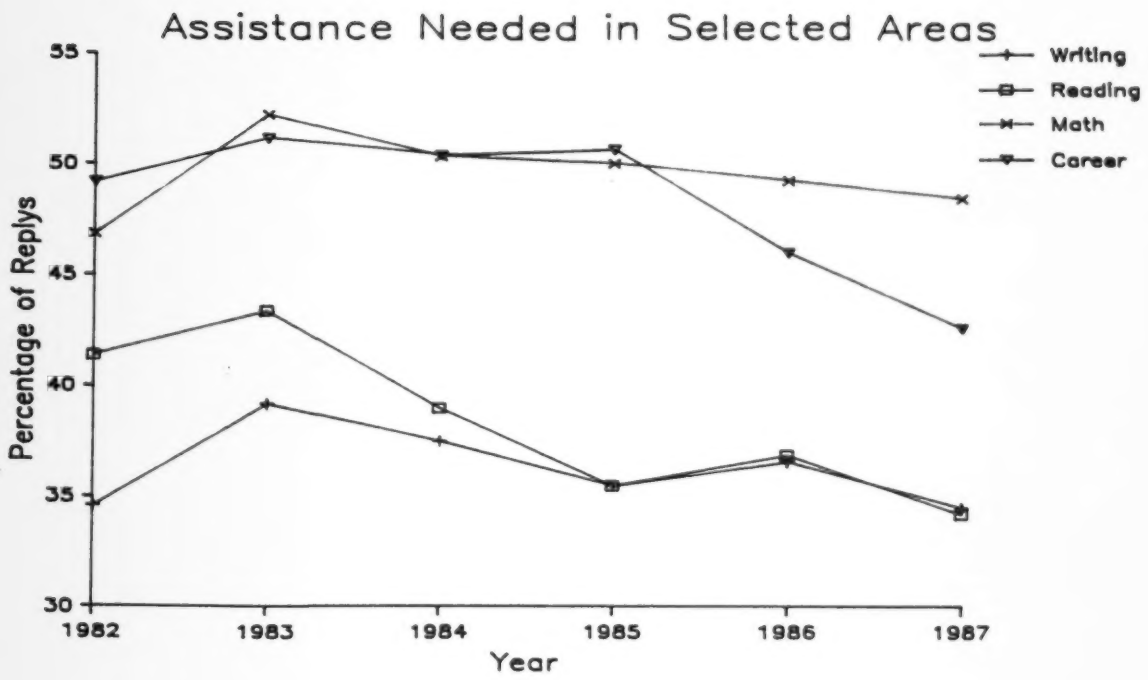
Subject Matter Area	Outstanding		Average		Poor		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Public Speaking	466	17.8	1,413	54.1	732	28.1	2,611	100.0
Creative Writing	718	26.0	1,644	59.6	396	14.4	2,758	100.0
General Composition	663	24.1	1,821	66.1	271	9.8	2,755	100.0
Library/Media Skills	514	19.1	1,754	65.3	820	15.6	2,688	100.0
American Literature	504	18.6	1,801	66.7	398	14.7	2,703	100.0
World Literature	403	15.6	1,646	63.8	532	20.6	2,581	100.0
Journalism	284	13.0	1,175	54.0	718	33.0	2,177	100.0
Drawing and Painting	461	22.1	974	46.7	651	31.2	2,086	100.0
Sculpture	240	14.6	723	43.9	684	41.5	1,647	100.0
Photography	436	22.9	981	51.6	484	25.5	1,901	100.0
Crafts, General	276	14.0	1,211	61.3	488	24.7	1,975	100.0
Printmaking	197	12.2	822	51.1	591	36.7	1,610	100.0
Alaska Native Arts	128	9.1	595	42.3	685	48.6	1,408	100.0
Media Productions	171	10.7	800	50.1	627	39.2	1,598	100.0
Dance	277	17.8	702	45.2	574	37.0	1,553	100.0
Drama	314	18.1	802	46.3	616	35.6	1,732	100.0
Choral Music	403	23.7	740	43.5	557	32.8	1,700	100.0
Instrumental Music	496	26.3	837	44.5	548	29.2	1,882	100.0

Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Table 7 shows that nearly half of the seniors felt a need for more assistance in mathematics, about two in five seniors felt a need for help in career planning and approximately one in three seniors indicated a need for assistance in the areas of writing and reading. This year's responses appear to continue a general downward trend of seniors expressing a need for additional assistance in reading, writing, and career planning, but a continuation of a need for assistance in mathematics as illustrated in Figure 1. Not too surprisingly, the trend lines for writing assistance and reading assistance seem to track quite closely.

TABLE 7
SENIOR EXPRESSED NEED FOR FURTHER
ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	973	34.5	1,845	65.5	2,818
Improving reading skills	962	34.2	1,854	65.8	2,816
Improving math skills	1,371	48.4	1,460	51.6	2,831
Deciding on Career/Education	1,206	42.6	1,622	57.4	2,828

Figure 1



With the exception of career planning, there is little difference between those seniors planning to attend a postsecondary educational institution (technical, business, 2-year or 4-year college) after high school and those planning to work full-time or those who were undecided about post-graduation plans regarding the need for additional assistance. These data, presented in Table 8, also reflect the opinion that the greatest need for those seniors planning to work continues to be for additional assistance in career planning. Indeed, the percentage of those seniors needing additional assistance in career planning has been over 50 percent since 1982. For those seniors planning schooling beyond high school, the greatest need areas were for improved math skills and additional assistance in career and/or educational planning.

TABLE 8
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE IN SELECTED AREAS BY INDICATED POST HIGH SCHOOL PLANS

POST-HIGH SCHOOL PLAN: FURTHER SCHOOLING					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	667	34.4	1,274	65.6	1,941
Improving reading skills	661	34.0	1,279	66.0	1,940
Improving math skills	930	47.8	1,016	52.2	1,946
Deciding on Career/Education	764	39.2	1,186	60.8	1,950
POST-HIGH SCHOOL PLAN: FULL-TIME JOB OR DON'T KNOW					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	249	36.4	435	63.6	684
Improving reading skills	234	34.2	450	65.8	684
Improving math skills	337	48.8	353	51.2	690
Deciding on Career/Education	368	53.6	318	46.4	686

As a general rule, as a student's yearly household income increased, the need for assistance in all areas decreased. More than half of those seniors whose annual yearly household income was less than $25,000 indicated that they needed assistance in improving math skills. These data are presented in Table 9. It should be noted, however, that the need for help in improving math skills and deciding on future career or educational plans is evident for a significant percentage of students, regardless of family income.

More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 31.

TABLE 9
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
IN SELECTED AREAS BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN:	ANNUAL HOUSEHOLD INCOME					
	UNDER $25,000		$25,000 TO $40,000		OVER $40,000	
	No.	%	No.	%	NO.	%
Expressing ideas in writing	299	42.6	202	31.9	403	35.7
Improving reading skills	286	40.9	205	32.2	413	31.8
Improving math skills	368	52.1	304	47.6	603	46.3
Deciding on Career/Education	324	45.9	283	44.5	520	40.0

C. Postsecondary Plans

A number of questions regarding postsecondary plans were posed to the seniors, and based upon the responses, the seniors were divided into two groups, those planning educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this report.

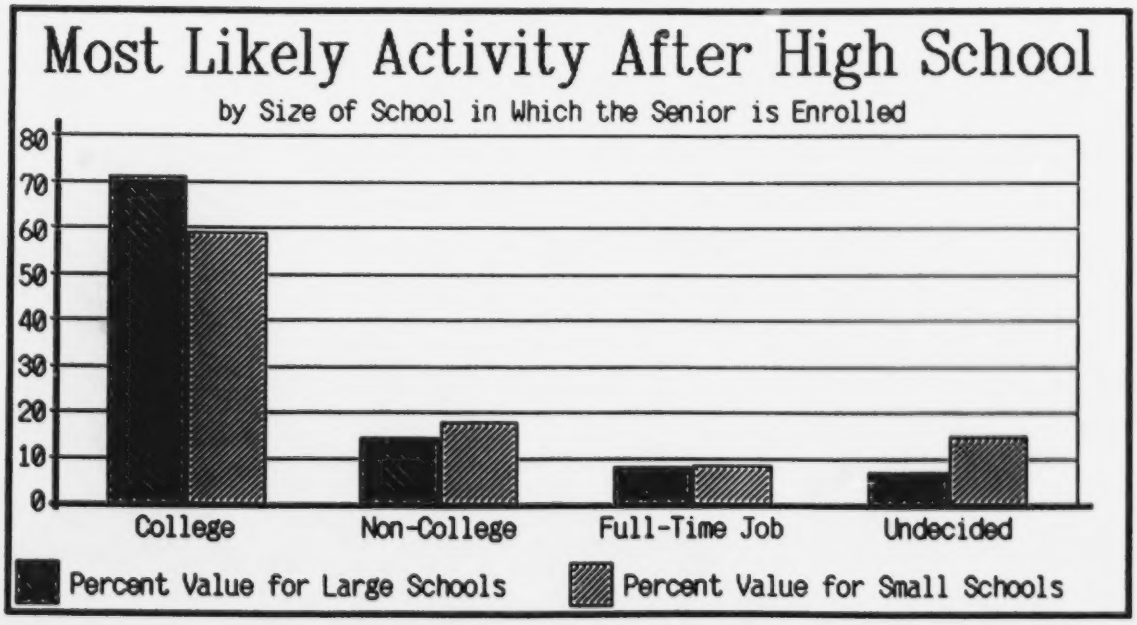
The responses to the question concerning the post high school plans of seniors are contained in Table 10. The percentage of those planning to continue with some form of postsecondary education has been increasing for several years. In 1980, 56.5 percent of the seniors indicated that they wished to continue their formal education. Last year the percentage was 64.7 and this year it increased to 68.3 percent; Figure 2 shows that over two out of every three seniors intend to pursue some type of postsecondary education.

TABLE 10
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,471	50.6
Attend a 2-Year College	272	9.4
Attend a Vocational/Technical School	242	8.3
Enter Into Apprentice Training	38	1.3
Become a Full-Time Homemaker	13	0.4
Join the Military	164	5.6
Get a Full-Time Job	231	7.9
Don't Know Yet	255	8.8
Other	224	7.7
Total	2,910	100.0

The number of seniors not planning any postsecondary education was 887, or 30.5 percent of the total respondents. However, it should be noted that this number includes 255 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could be higher.

Figure 2



D. Similarities and Differences Between Those Seniors Planning Postsecondary Education and Those Who Are Not

Sex. In examining the plans of the seniors and differentiating by sex, as presented in Table 11, one can see that certain activities are more likely for one sex than the other. For instance, approximately 77 percent of female seniors intend to enroll in some form of postsecondary education, while 67 percent of male seniors have the same intention. When focusing upon 2-year or 4-year postsecondary institutions, 69.6 percent of female seniors intend to enroll in either a 2-year or 4-year college, while 57.5 percent of the male seniors express the same desire.

TABLE 11
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE		FEMALE	
	No.	%	No.	%
Attend a 4-Year College	675	48.2	794	59.1
Attend a 2-Year College	130	9.3	142	10.5
Attend a Vocational/Technical School	139	9.9	103	7.7
Subtotal	944	67.4	1,039	77.3
Enter Into Apprentice Training	26	1.9	12	0.9
Become a Full-Time Homemaker	3	0.2	10	0.7
Join the Military	134	9.6	30	2.2
Get a Full-Time Job	116	8.3	115	8.6
Don't Know Yet	142	10.0	112	8.4
Other	36	2.6	26	1.9
Subtotal	457	32.6	305	22.7
Total	1,401	100.00	1,344	100.0

Race. The race of the senior respondents was a significant factor in determining postsecondary plans. As illustrated in Table 12, 55.6 percent of Alaska Natives intend to pursue some type of postsecondary education, while 75.3 percent and 72.1 percent of Black and Caucasian seniors respectively indicated the same desire. The percentage of Alaska Natives intending to pursue some type of postsecondary education has fluctuated during the past several years. In 1982, 42 percent intended to continue their education; that percentage increased to 49 in 1983, dropped to 43 percent in 1984, and then returned to 52.4 percent in 1985, 53 percent in 1986 and 51.2 percent in 1987. This year's percentage of 55.6 percent represents the highest level thus far and continues what appears to be a steady increase. Native seniors, however, continue to have a much higher percentage of undecided responses than any other group. As Figure 3 illustrates, during the past several years, there has been a general increase in the percentage of seniors planning to attend a 4-year college or university, irrespective of race.

Figure 3

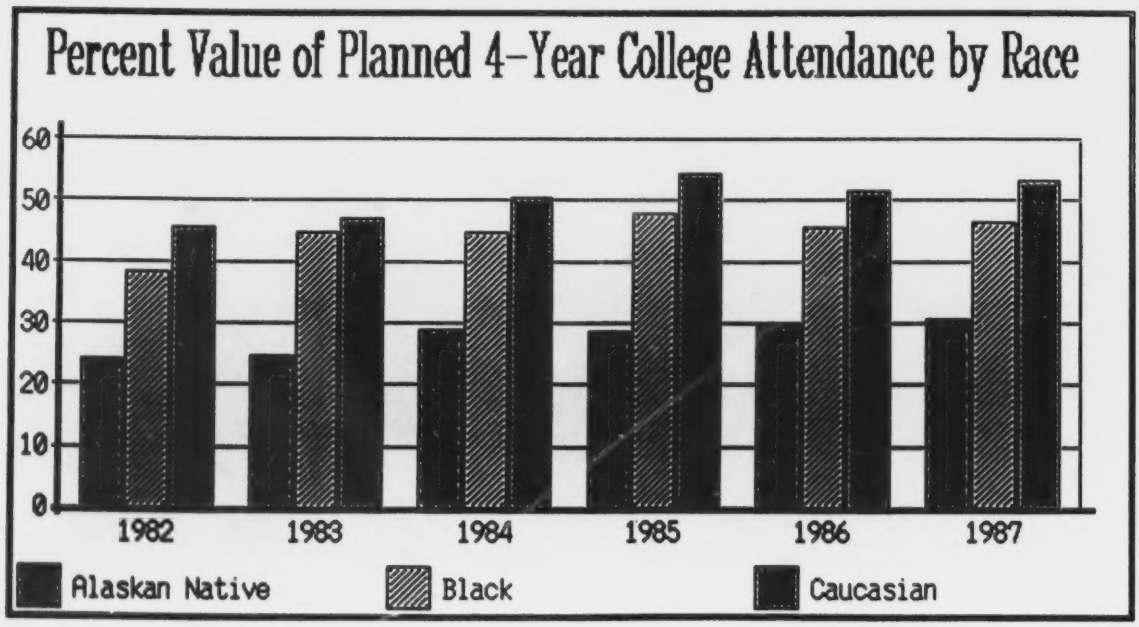


TABLE 12
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

ACTIVITY	ALASKA NATIVE		BLACK		CAUCASIAN		ALL OTHERS	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	163	31.9	49	57.7	1,126	55.9	129	50.2
Attend a 2-Year College	54	10.6	11	12.9	174	8.6	28	10.9
Attend a Vocational-Technical School	67	13.1	4	4.7	154	7.6	15	5.8
Subtotal	284	55.6	64	75.3	1,454	72.1	172	66.9
Enter Into Apprentice Training	13	2.5	0	0	22	1.1	2	0.8
Become a Full-Time Homemaker	3	0.6	0	0.0	9	0.5	0	0.0
Join the Military	38	7.4	4	4.7	104	5.2	15	5.8
Get a Full-Time Job	43	8.4	7	8.2	160	7.9	19	7.4
Don't Know Yet	97	19.0	6	7.1	119	5.9	27	10.5
Other	33	6.5	4	4.7	148	7.3	22	8.6
Subtotal	227	44.4	21	24.7	562	27.9	85	33.1
Total	511	100.0	85	100.0	2,016	100.0	257	100.0

School Size. As illustrated in Table 13, there continues to be a difference between those seniors planning to continue their formal education beyond high school and those seniors undecided about their future when differentiating by size of school they attend. Seventy-one percent of the seniors from large schools intend to enroll in a post-secondary institution, while 59.0 percent of the seniors from small schools plan to continue their formal schooling; and while only 6.9 percent of the large school seniors were undecided about their future plans, 14.9 percent of the small school seniors reported they remain undecided.

TABLE 13
DISTRIBUTION OF SENIORS BY MOST LIKELY ACTIVITY
AFTER HIGH SCHOOL AND BY SIZE OF SCHOOL IN
WHICH THE SENIOR IS ENROLLED

ACTIVITY	LARGE SCHOOLS		SMALL SCHOOLS	
	No.	%	No.	%
Attend a 4-Year College	1,226	54.7	245	36.6
Attend a 2-Year College	213	9.5	59	8.8
Attend a Vocational-Technical School	151	6.8	91	13.6
Subtotal	1,590	71.0	395	59.0
Enter Into Apprentice Training	29	1.3	9	1.3
Become a Full-Time Homemaker	10	0.5	3	0.5
Join the Military	115	5.1	49	7.3
Get a Full-Time Job	176	7.8	55	8.2
Don't Know Yet	155	6.9	100	14.9
Other	165	7.4	59	8.8
Subtotal	650	29.0	275	41.0
Total	2,240	100.0	670	100.0

Household Income. Annual household income continues to relate strongly to specific postsecondary plans of the seniors, as it has over the past several years. A comparison was made of the responses of those seniors from households with annual incomes of less than $25,000, $25,000 to $40,000, and more than $40,000. The results of this comparison are presented in Table 14. As household income increases, so does the tendency of seniors to pursue postsecondary activities at a 4-year college. This, however, does not hold true for attendance at 2-year colleges or vocational/technical schools. In fact, in general the higher the household income, the less likely it is for seniors to attend vocational/technical

schools. Also, as household income increases, uncertainty about post-secondary plans seems to decrease. Fourteen percent of those seniors whose household incomes were less than $25,000 indicated that they did not know what they intended to do after graduation, while only 5.7 percent of those students from households of income over $40,000 expressed the same uncertainty.

TABLE 14
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	INCOME UNDER $25,000		$25,000-$40,000		OVER $40,000	
	No.	%	No.	%	No.	%
Attend a 4-Year College	266	36.8	321	49.2	812	61.1
Attend a 2-Year College	76	10.5	64	9.8	114	8.6
Attend a Vocational-Technical School	82	11.4	57	8.8	78	5.9
Subtotal	424	58.7	442	67.8	1,004	75.6
Enter Into Apprentice Training	16	2.2	6	0.9	11	0.8
Become a Full-Time Homemaker	4	0.6	0	0.0	8	0.6
Join the Military	57	7.9	42	6.5	57	4.3
Get a Full-Time Job	65	9.0	64	9.8	82	6.2
Don't Know Yet	101	14.0	49	7.5	76	5.7
Other	55	7.6	49	7.5	91	6.8
Subtotal	298	41.3	210	32.2	325	24.4
Total	722	100.0	652	100.0	1,329	100.0

Grades Earned. The seniors were asked to indicate what their grades had been in high school, whether they had earned mostly A's, mostly B's, mostly C's, or mostly below C's.

As one might suspect, and consistent with surveys from the past five years, those seniors who earned mostly A's indicated their intention to pursue postsecondary education far more frequently than those earning lower grades. As Table 15, on the next page indicates, 80.0 percent of those seniors earning mostly A's, planned to attend a 4-year college, while considerably smaller percentages were reported by seniors with lower grades. Also, one of six seniors whose grades were mostly below C do not know what they intend to do after high school, while less than one of twenty-five of "A" students are undecided about the future.

TABLE 15
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY GRADES EARNED IN HIGH SCHOOL

ACTIVITY	A's		B's		C's		Below C's	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	482	80.0	737	55.9	236	26.9	11	15.5
Attend a 2-Year College	18	3.0	134	10.1	113	12.9	6	8.5
Attend a Vocational/Technical	13	2.2	100	7.6	113	12.9	16	22.5
Subtotal	513	85.2	971	73.6	462	52.7	33	46.5
Enter Into Apprentice Training	3	0.5	10	0.8	23	2.6	2	2.8
Become a Full-Time Homemaker	3	0.5	2	0.1	7	0.8	1	1.4
Join the Military	11	1.8	58	4.4	89	10.2	6	8.4
Get a Full-Time Job	17	2.8	92	7.0	110	12.6	11	15.5
Don't Know Yet	22	3.7	108	8.2	112	12.8	12	16.9
Other	33	5.5	78	5.9	73	8.3	6	8.5
Subtotal	89	14.8	348	26.4	414	47.3	38	53.5
Total	602	100.0	1,319	100.0	876	100.0	71	100.0

Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 58 technical and professional occupations. Business Management, Education, and Social Sciences are solidly the most popular choices by the seniors. It is important to recognize, however, that Computer Programming, once a popular choice, was not included at all in the top choices of seniors during the past years, and is not included again this year. The top four choices in descending order of popularity, were:

First Preference	Second Preference
Business Management	Business Management
Education	Social Sciences
Social Sciences	Business and Commerce, General
Law	Law

The occupational preferences varied between the sexes, however, both business management and law were the top choices of both male and female seniors. The top four choices, in descending order of popularity, for male and female seniors were:

Male Seniors	Female Seniors
Business Management	Education
Law	Business Management
Automotive Repair	Social Sciences
Aviation	Law

A further analysis was conducted to relate occupational preference to race of respondent. As in the past, it is difficult to discern particular patterns of occupational preference based upon race. However, the top choice for Black students was Business Management; for Hispanic, Social Studies; and for Oriental, Business Management. The top choices for Alaska Native and Caucasian seniors were:

Alaska Native	Caucasian
Education	Business Management
Business Management	Education
Commercial Fishing	Social Sciences
Aviation	Law

E. Seniors Planning Postsecondary Education.

A separate portion of the survey was devoted to obtaining more information about those seniors planning to pursue postsecondary education. Although the number of seniors indicating plans to attend school immediately after graduation was 1,985 in response to a number of cross-check items (such as sex, race, and high school size), the total number of seniors responding to specific questions on schooling increased to over 2,600. This increased figure is assumed to include not only those seniors with firm post high school plans, but also a number who were undecided and were responding in a suppositional manner. That is, suppose I were to attend, then how would I answer?

State of Attendance. Seniors were asked to indicate the state in which they planned to pursue their postsecondary education. The trend that Alaska is increasingly becoming a more popular choice appears to have

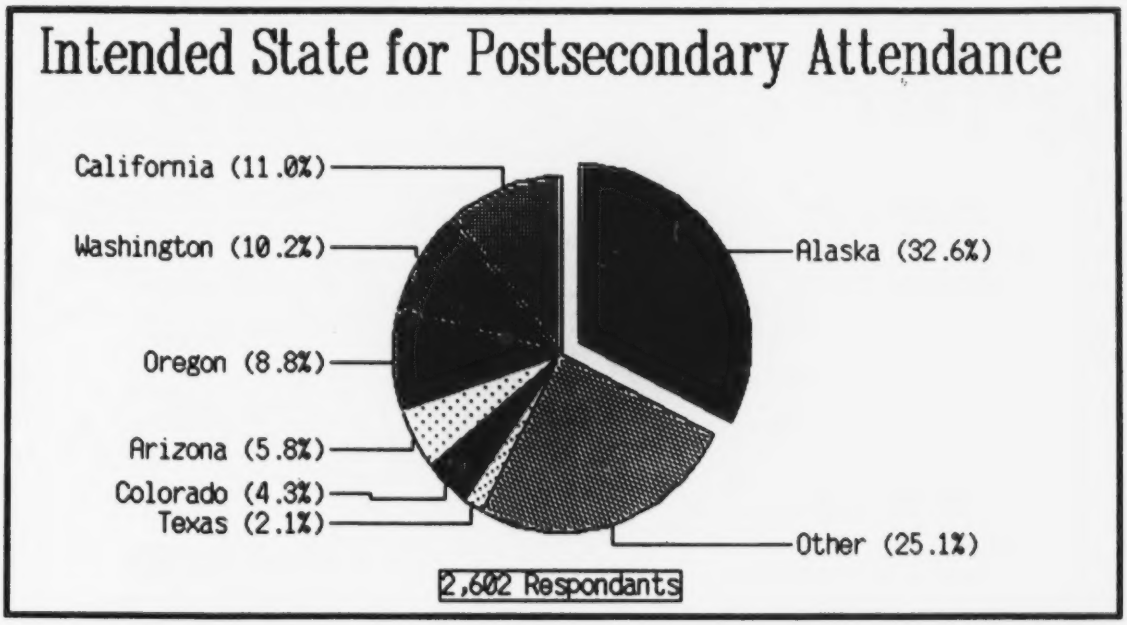
reversed. In 1979-80, 31 percent of the high school seniors indicated that they planned to pursue their postsecondary education in Alaska. That percentage increased to 36.5 percent in 1980-81, 40.6 percent in 1981-82, and 42.7 percent in 1982-83. In 1983-84 the percentage dropped to 40.2 percent and 1984-85 showed a precipitous decline to 35 percent. In 1985-86, the downward trend continued to 31.3 percent and stabilized somewhat at 31.2 percent last year. Table 16 provides detailed information regarding where the students intend to pursue their postsecondary education activities and shows that 32.6 percent of the seniors from this survey intend to stay in the State to attend a postsecondary institution. As in previous years, California, Washington and Oregon are the most popular states for those seniors who intend to enroll in institutions out-of-state. Figure 4 shows proportionately the 1987-88 choice for intended state of postsecondary attendance.

TABLE 16
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	849	32.6
California	286	11.0
Washington	266	10.2
Oregon	230	8.8
Arizona	151	5.8
Colorado	112	4.3
Texas	55	2.1
Idaho	52	2.0
Hawaii	49	1.9
Florida	44	1.7
Other*	508	19.6
Total	2,602	100.0

*Including foreign countries.

Figure 4



When the intended state of attendance was cross-referenced with the seniors' grades in high school, no single state seemed to draw heavily from any particular grade group.

The distribution for a few selected states is presented on a percentage basis in Table 17. It appears that those seniors electing attendance in Alaska are heavily represented by those earning mostly B's while in high school, but this distribution is probably due to the normal distribution of all seniors (also presented in Table 17).

TABLE 17
PERCENTAGE DISTRIBUTION OF SENIORS BY SELECTED
STATES OF PLANNED ATTENDANCE AND BY GRADES EARNED IN HIGH SCHOOL

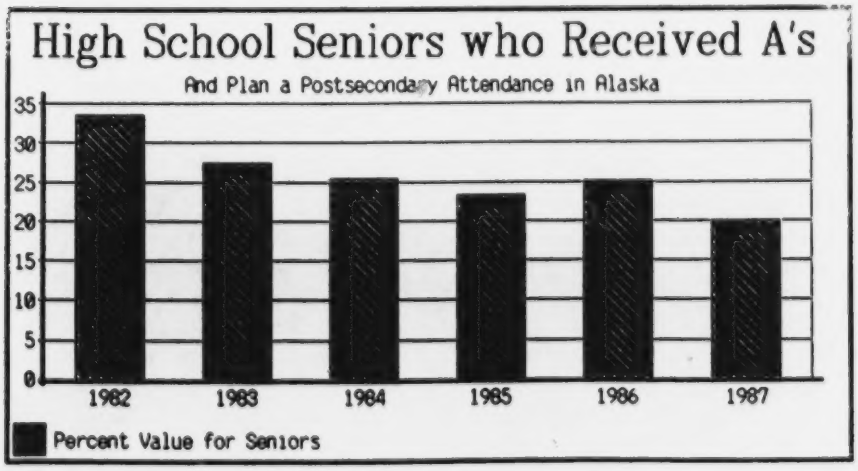
SENIORS' GRADES	ALASKA	WASHINGTON	OREGON	CALIFORNIA	ARIZONA	ALL SENIORS
Mostly A's	13.5	26.8	30.0	23.2	15.2	21.0
Mostly B's	52.6	49.0	49.1	39.3	49.0	46.0
Mostly C's	31.4	23.4	19.6	35.4	33.8	30.5
Below C's	2.5	0.8	1.3	2.1	2.0	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Another way of examining these same data is to compare Alaska's drawing power, within the grade distribution of seniors, to the drawing power of "outside." This is presented in Table 18 and differs from Table 17 in that the question addressed in Table 18 is: of those seniors earning mostly A's (or B's, C's, etc.), how many plan schooling in Alaska; while the question in Table 17 is: of those seniors planning schooling in Alaska, how many earned mostly A's (or B's, C's, etc.)? In the analysis which led to Table 18, it was discovered that 80.0 percent of the seniors earning mostly A's in high school who planned postsecondary attendance, planned it for "outside" of Alaska. As illustrated in Figure 5, the proportion of seniors earning mostly A's who plan postsecondary attendance in-state has fluctuated considerably during the past six years.

TABLE 18
PERCENTAGE DISTRIBUTION OF SENIORS BY
GRADES EARNED IN HIGH SCHOOL AND BY
PLANNED POSTSECONDARY ATTENDANCE IN OR OUT OF ALASKA

SENIORS' GRADES	ALASKA	OUT-OF-STATE	TOTAL
Mostly A's	20.0	80.0	100.0
Mostly B's	36.3	63.7	100.0
Mostly C's	35.5	64.5	100.0
Below C's	38.9	61.1	100.0

Figure 5



It is important to try to understand why those seniors earning mostly A's plan to attend postsecondary institutions outside of the state. Although a more detailed presentation is found later in this report, the survey contained a question which asked the seniors to indicate which factors were important in their decisions about institutions. Of those seniors who earned mostly A's and intended to enroll in an institution "outside" of Alaska, the three most important reasons were Availability of Program, Reputation and Prestige of the School, and the desire to attend a college "outside." This finding parallels very closely the research regarding "brain drain" in other states.

When addressing the question of "brain drain" then, we find that a higher percentage of Alaska's higher-grade-earning seniors are indeed looking "outside" for their postsecondary schooling. This is, however, not unlike the experiences of other states.

Alaska Attendance. When asked which institution in Alaska they planned to attend, 40.4 percent of the responding seniors indicated the University of Alaska-Anchorage, followed by the University of Alaska-Fairbanks, with 27.2 percent. The responses to this question are presented in Table 19.

It should be pointed out that, although the private college sector of the postsecondary education community in Alaska is small, almost 8 percent of high school seniors intends to enroll in one of the three institutions, as shown in Figure 6. Moreover, over 11 percent plan to attend occupational schools which are dedicated to preparing persons for employment in selected career fields.

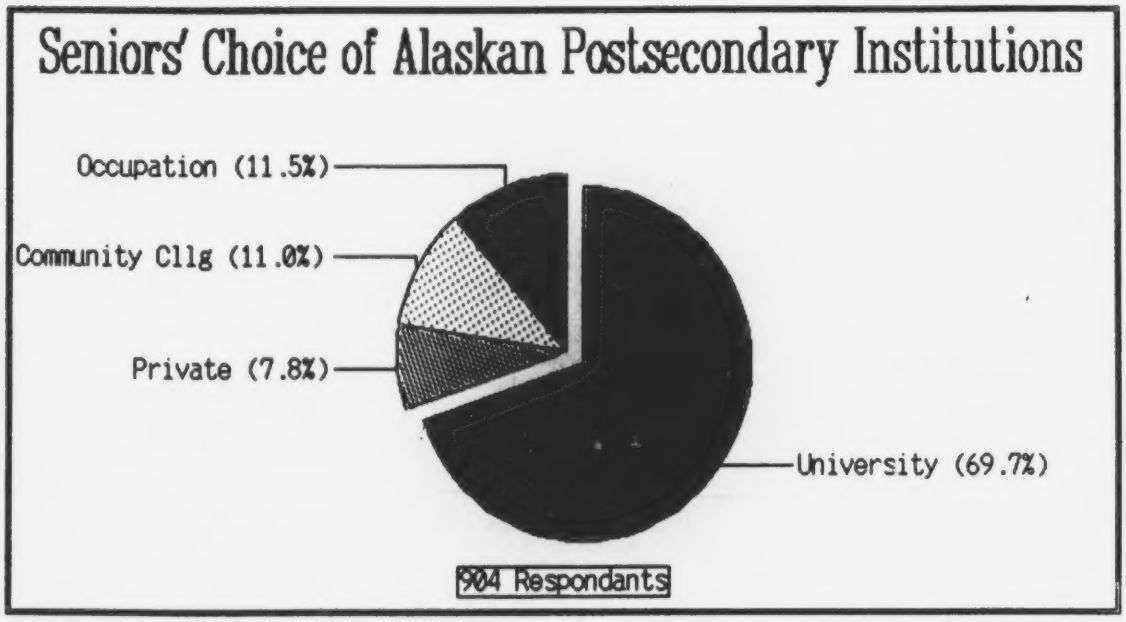
TABLE 19

DISTRIBUTION OF SENIORS BY

CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Anchorage College	40	4.5
Chukchi College	2	0.2
Islands College	3	0.3
Kenai Peninsula College	22	2.4
Ketchikan College	4	0.4
Kodiak College	1	0.1
Kuskokwim College	12	1.3
Matanuska-Susitna College	7	0.8
Northwest College	0	0.0
Prince William Sound Community College	0	0.0
Tanana Valley College	3	0.3
Extension Center Near Home	6	0.7
2-year College Subtotal	100	11.0
University of Alaska-Anchorage	365	40.4
University of Alaska-Fairbanks	246	27.2
University of Alaska-Southeast	19	2.1
University Center Subtotal	630	69.7
Alaska Bible College	3	0.3
Alaska Pacific University	47	5.2
Sheldon Jackson College	21	2.3
Private College Subtotal	71	7.8
Alaska Vocational-Technical Center in Seward	46	5.1
Trade, Technical Schools	46	5.1
Hutchison Career Center	5	0.6
Kotzebue Technical Center	6	0.7
Occupational School Subtotal	103	11.5
Total	904	100.0

FIGURE 6



Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of 17 possible reasons, which factors were important in their decisions about institutions. The seniors were to pick the two most important reasons and also the least important reason affecting the choice of the postsecondary institution they planned to attend.

The most important reasons for institutional choice were Availability of Program and Reputation or Prestige of School. As illustrated in Table 20, Low Tuition and Living Expenses, Close to Home and simply wishing to Attend School "Outside" appear to be other important reasons why seniors choose to attend a particular institution.

TABLE 20
REASONS FOR SELECTING A
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	Number	Percent	Number	Percent	Number	Percent
Availability of Program	392	17.1	184	7.6	67	2.8
Low Tuition and Living Expenses	327	14.3	264	10.9	170	7.2
Reputation or Prestige of School	323	14.1	196	8.1	115	4.9
Close to Home	234	10.2	250	10.3	235	10.0
Attend School "Outside"	223	9.7	260	10.8	205	8.7
Geographic Location	177	7.6	294	12.2	228	9.7
Encouragement from Parents/Relatives	157	6.8	221	9.1	130	5.5
Availability of Jobs While in School	94	4.1	112	4.6	78	3.3
Friends Will Be There	70	3.1	168	7.0	334	14.2
Intercollegiate Athletics	68	3.0	80	3.3	95	4.0
Religious Atmosphere	67	2.9	43	1.8	227	9.6
Availability of Financial Aid	54	2.4	132	5.5	53	2.2
Intramural Athletics	50	2.2	69	2.9	108	4.6
Encouragement from Teachers	27	1.2	51	2.1	46	1.9
Encouragement from College Representatives	16	0.7	19	0.8	37	1.6
Sororities/Fraternities	10	0.4	36	1.5	176	7.5
Availability of College Housing	4	0.2	37	1.5	55	2.3
Total	2,293	100.0	2,416	100.0	2,359	100.0

To understand further the reasons why students attend in-state or out-of-state institutions, institutional choice was cross-referenced with the state of planned attendance, the results of which are presented in Table 21. Also, those factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and Alaskan institution indicated. The results of those data for selected institutions are shown in Table 22.

For those seniors who intend to enroll in a postsecondary educational institution outside the State, the major reasons for institutional choice were Availability of Program, Reputation of School, and Geographic Location. For those students planning to attend institutions within the state, the principal factors affecting institutional selection were Low Tuition and Living Expenses and Closeness to Home.

TABLE 21
REASONS FOR SELECTING A POSTSECONDARY
EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska	Low Tuition & Living Expenses	Close to Home
California	Availability of Program	Geographic Location
Washington	Availability of Program	Geographic Location
Oregon	Availability of Program	Geographic Location
Colorado	Reputation of School	Attend School "Outside"
Arizona	Geographic Location	Attend School "Outside"

TABLE 22
REASONS FOR SELECTING A PARTICULAR
ALASKAN POSTSECONDARY EDUCATIONAL INSTITUTION

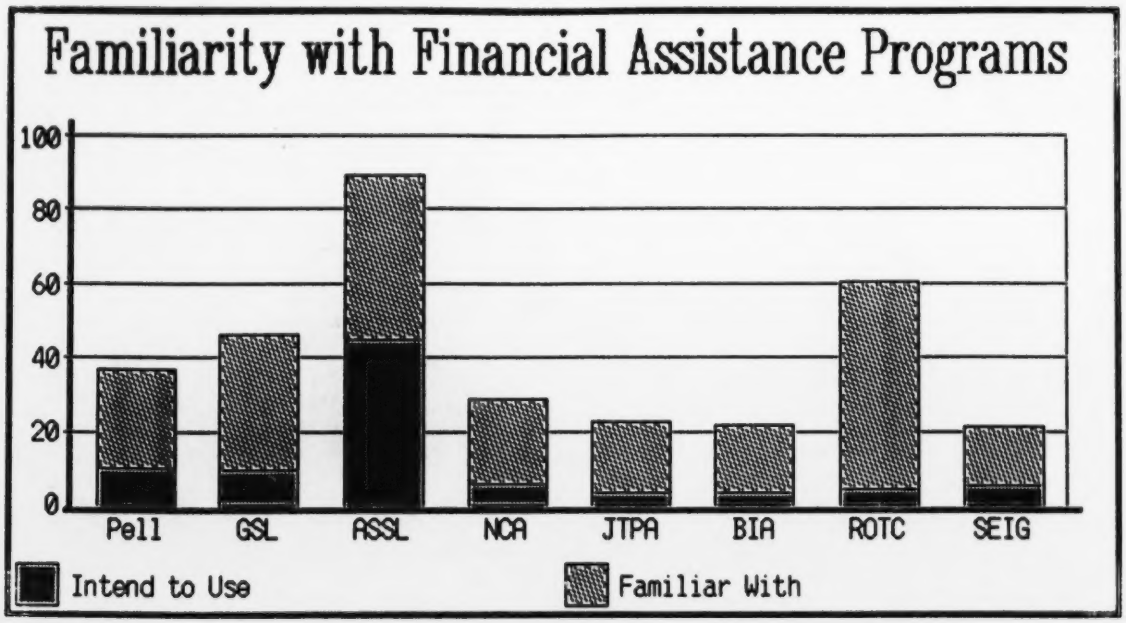
INSTITUTION	PRIMARY REASON	SECONDARY REASON
U of AK-Fairbanks	Low Tuition & Living Expenses	Close to Home
U of AK-Anchorage	Low Tuition & Living Expenses	Close to Home
U of AK-Southeast	Low Tuition & Living Expenses	Close to Home
All 2-year Colleges	Close to Home	Low Tuition & Living Expenses
Alaska Pacific University	Availability of Program	Close to Home
Sheldon Jackson	Availability of Program	Low Tuition & Living Expenses
Alaska Voc-Tech Center	Availability of Program	Encouragement from Friends/Family
Trade, Technical Schools	Low Tuition & Living Expenses	Close to Home

Familiarity with Financial Aid. The seniors were asked about their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As one can see in Table 23, the program with which the seniors were most familiar (when combining familiarity with intent to use) is the Alaska State Student Loan Program. Nearly 90 percent of the students responding to this survey are aware of the program, and almost half intend to use it. Figure 7 on the next page shows the cumulative familiarity with each financial assistance program.

TABLE 23
SENIORS' FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

PROGRAMS	FAMILIAR WITH		INTEND TO USE		Total Percentage
	Number	Percent	Number	Percent	
Pell Grant	758	26.9	275	9.8	36.7
GSL (Guaranteed Student Loan)	1,039	36.9	268	9.5	46.4
Alaska State Student Loan	1,265	44.7	1,263	44.6	89.3
Native Corporation Assistance	654	23.3	158	5.6	28.9
JTPA (Job Training Partnership Act)	550	19.5	93	3.3	22.8
BIA (Bureau of Indian Affairs)	512	18.2	95	3.4	21.6
ROTC (Reserved Offices Training Corps)	1,577	56.0	119	4.2	60.2
SEIG (State Educational Incentive Grant)	445	16.3	137	5.0	21.3

Figure 7

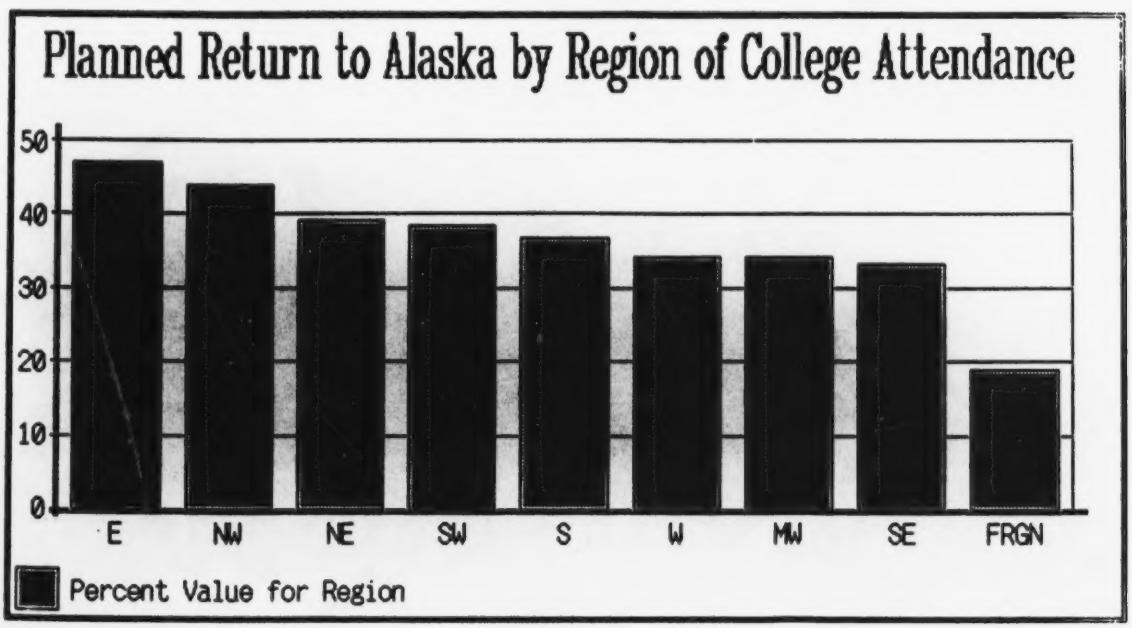


Plans to Return to Alaska. Those seniors planning postsecondary education out-of-state were asked if they planned to return to Alaska after completing their schooling. Since 1983, a decreasing proportion of seniors plan to return. In 1983-84, 65.7 percent indicated that they planned to return to Alaska. That percentage decreased to 61.8 percent in 1984-85, 57.6 in 1985-86, and dropped precipitously last year to 43.3 percent, and continued the decline this year to 38.0 percent. The reason for such a decline is uncertain, but many students volunteered that the state's economy and job market outlook is perceived as poor. Moreover, although there has been a strong relationship between the distance one intends to go away from the state and the intention to return after schooling, that relationship is not as strong this year. A regional distribution is presented in Table 24 and Figure 8 which indicates that, in general, the propensity to return decreases as the student attends school farther away from Alaska.

TABLE 24
DISTRIBUTION OF SENIORS PLANNING ATTENDANCE
"OUTSIDE" BY REGION OF ATTENDANCE* AND BY
INTENTION TO RETURN TO ALASKA AFTER SCHOOLING

REGION OF PLANNED ATTENDANCE	PERCENT PLANNING TO RETURN TO ALASKA
East	46.9
Northwest	43.9
Northeast	39.1
Southwest	38.4
South	36.8
West	34.1
Midwest	34.1
Southeast	33.3
Foreign	18.9

Figure 8



*REGIONS: East: PA, NJ, MD, DE, WV, DC; Northwest: WA, OR, ID, MT; Northeast: ME, VT, NH, NY, MA, CT, RI; Southwest: AZ, NM, TX, OK; South: FL, GA, AL, MS, LA, AR; West: CA, HI, NV, UT, CO, WY; Midwest: ND, SD, NE, KS, MN, WI, MI, IA, MO, IL, IN, OH; Southeast: VA, NC, SC, TN, KY.

SUMMARY

Alaska's high school seniors have now responded to eleven consecutive annual surveys. Responses have been generally consistent over most of this period. Based upon historical responses, plus this survey, the following conclusions are drawn:

1. Most seniors are generally quite satisfied with their high school experiences. Consistent with past surveys, particular areas which have received the highest number of "outstanding" marks are Athletic and Recreational Facilities, Counseling and Guidance Services and Quality of Instruction. The 1987-88 seniors are more satisfied with their high school experiences than their counterparts of past years, which returned to a positive trend in the percentage of seniors expressing satisfaction with their overall high school experience.

2. Although seniors from small schools continue to be slightly less satisfied with their high school experience as seniors from large schools, in the percentage of outstanding responses from seniors from small schools concerning quality of instruction continues to be high for the third year in a row. Some reasons which have been suggested for this encouraging statistic are (1) the small schools, most of which have only been in existence for a few years, are beginning to mature; (2) there has been an increased emphasis on curriculum development; and (3) more students are graduating than in previous years.

3. Seniors generally feel satisfied with their general knowledge and ability to express Language Arts but almost one in four expressed dissatisfaction with their educational experience in Fine Arts. Within the target disciplines of Language Arts and Fine Arts, the seniors gave the highest ratings to subject matter areas of Instrumental Music, Creative Writing, Choral Music, Photography, and Drawing and Painting.

4. Regardless of whether they plan to pursue further schooling, many seniors feel that they need assistance in improving mathematics skills and in developing career or educational plans. Those seniors planning to work directly after high school continue to express a strong need for career planning.

5. Over two out of every three seniors intend to pursue post-secondary education. During the past several years, there has been a significant increase of seniors planning to attend a 4-year college or university.

6. Those seniors who have higher household incomes and who earn higher grades are more likely to plan schooling beyond high school than are other seniors.

7. Proportionately, considerably fewer seniors from small schools plan to attend a postsecondary institution than seniors from large schools. Also, a much larger percentage of seniors from small schools are undecided about what they plan to do after graduation than seniors from large schools.

8. The percentage of students who choose to remain in Alaska for postsecondary education has stabilized after declining for four years. California, Washington, Oregon and Arizona are the most popular states for those seniors who intend to enroll in institutions out-of-state.

9. Although many students in all grade categories are drawn "outside," the tendency to plan out-of-state attendance is highest among those seniors who earned mostly A's in high school. Institutional Reputation, Availability of Programs and the desire to attend "outside" are the reasons that "A" students cite for choosing their schools. Other states have reported similar propensities among their higher-grade-earning seniors.

10. Regardless of the grades they earned in high school, some seniors choose particular out-of-state educational institutions primarily because they want to attend school "outside." In general, students choose particular Alaskan institutions because of cost and proximity.

11. The University of Alaska's Anchorage and Fairbanks campuses continue to be the top choices for those students who remain in Alaska for further schooling; close to 70 percent of in-state students indicated that they plan to attend one of these two institutions.

12. The percentage of seniors planning to attend school out-of-state and return to the state has been decreasing during the past five years, from 65 percent to 38 percent. In general, the propensity to return to the state upon completion of their education decreases as the student attends school farther away from Alaska.

The information from this survey is compiled on an individual high school basis and returned to each participating school. This feedback enables the secondary school officials to better plan or respond to and for the high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans.

APPENDIX A

1986-87 ALASKA HIGH SCHOOL SENIOR SURVEY

1987-88
ALASKA HIGH SCHOOL SENIOR SURVEY

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please answer questions 1 through 16 regardless of what you plan to do after graduation. Students continuing in post-secondary education should also complete questions 17 through 21. Individual responses will be kept confidential. Social security number is asked in item 16; this is *voluntary* information and will only be used as follow-up, *not* to identify the individual.

PLEASE PLACE THE NUMBER OF YOUR RESPONSE IN THE SPACE PROVIDED AT THE RIGHT.

RESPONSE

1. What is your sex? 1. Male 2. Female ..... [ ]

2. How do you describe yourself? *(Choose only one.)* ..... [ ]

   1. Alaskan Native
   2. Black
   3. Caucasian
   4. Hispanic
   5. Oriental
   6. Other

3. What category best describes your total family income? ..... [ ]

   1. Under $15,000
   2. Between $15,000 and $25,000
   3. Between $25,000 and $40,000
   4. Between $40,000 and $50,000
   5. Over $50,000

4. What category best describes your parents' level of education? (Enter 1-4)

   Father ..... [ ]
   Mother ..... [ ]

   1. Did not finish high school
   2. Graduated from high school or attained the GED
   3. Attended college
   4. Graduated from college with at least a bachelor's degree

5. There are a number of financial aid programs offered to Alaskans. Please indicate your familiarity with each program by using the following code.

   1. I am not aware of this financial assistance program.
   2. I am aware of this financial assistance program.
   3. I am aware of this program and plan to use it.

(Enter 1-3)

   A. Pell Grant Program ..... [ ]
   B. GSL (Guaranteed Student Loan Program) ..... [ ]
   C. Alaska State Student Loan Program ..... [ ]
   D. Native Corporation Student Financial Aid ..... [ ]
   E. JPTA (Job Partnership Training Act) ..... [ ]
   F. BIA (Bureau of Indian Affairs) Financial Assistance ..... [ ]
   G. ROTC (Reserve Officer Training Corps) Financial Assistance ..... [ ]
   H. SEIG (State Educational Incentive Grant) Program ..... [ ]
   I. Other Financial Aid (specifiy) _____

6. English is the language most frequently spoken in my home. (1=Yes, 2=No) ..... [ ]

* Note: Postsecondary education is defined as any organized education, learning or training experience beyond high school.

Return to: Alaska Commission on Postsecondary Education Box FP, Juneau, AK 99811

7. I have had the following employment experiences: (1=Yes, 2=No)

RESPONSE (Enter 1 or 2)

A. held a regular part-time job while in school.....
B. held a full-time job during the summer.....
C. participated in work-study or distributive education while in school.....
D. supervised the work of others.....
E. never worked.....

8. I need assistance in the following educational areas: (1=Yes, 2=No)

(Enter 1 or 2)

A. expressing ideas in writing.....
B. improving reading speed or comprehension.....
C. improving math skills.....
D. deciding on a career, occupation or educational plans.....
E. improving study habits.....

9. Listed below are a number of characteristics of your high school. You are asked to rank each one on how beneficial it has been to you. That is, how well did it contribute to your experience as a student? Please use the following ranking scale and use your own experience for the ranking. *(Place the appropriate number in the space provided.)*

1. Outstanding
2. Average
3. Poor
4. Not provided/Not applicable

(Enter 1-4)

A. Variety of courses.....
B. Quality of instruction.....
C. Counseling or guidance services.....
D. Special help or programs for students needing it .....
E. School rules, regulations and discipline.....
F. Assignment of grades or marks.....
G. Athletic or recreational facilities.....
H. Library and learning centers.....
I. Laboratory facilities.....
J. Vocational training (industrial, business, home economics, etc.).....
K. Satisfaction with your high school experience overall.....

10. Using the same ranking scale as in question 9, rate your high school experiences in:

A. language arts, including expressing yourself through speech and writing.....
B. fine arts, including expressing yourself artistically, general knowledge of art, music, drama, etc.

11. Using the same ranking scale as in question 9, rate your educational experience in the areas of study listed below.

A. Public Speaking.....
B. Creative Writing.....
C. General Composition.....
D. Library/Media Skills.....
E. American Literature.....
F. World Literature.....
G. Journalism.....
H. Drawing and Painting.....
I. Sculpture.....
J. Photography.....
K. Crafts, General.....
L. Printmaking.....
M. Alaska Native Arts.....
N. Media Productions.....
O. Dance.....
P. Drama.....
Q. Choral Music.....
R. Instrumental Music.....

12. Please indicate what **grades** you received in high school. *(Place the appropriate number in the space provided.)*..... (Enter 1-4) ☐

1. Mostly A's
2. Mostly B's
3. Mostly C's
4. Mostly below C's

13. How do you rate your study habits? *(Use the scale below and place the appropriate number in the space provided.)*..... (Enter 1-5) ☐

1. Poor
2. Mediocre
3. Average
4. Good
5. Excellent

14. What are you most likely to be doing at this time next year? Use the following list to indicate your response. *(Choose only one answer.)*..... (Enter 1-9) ☐

1. Do not know yet.
2. Join the military.
3. Get a full-time job.
4. Become a full-time homemaker.
5. Enter into apprentice training.
6. Attend a vocational-technical school.
7. Attend a four-year college.
8. Attend a two-year college.
9. Other *(please specify)*: _____

15. Please indicate by number your first and second occupational choice, choosing from the list below.

(Enter 10-99)

A. My first occupational choice is ..... ☐
B. My second occupational choice is ..... ☐

10	Agriculture or Animal Science
11	Forestry Science
12	Forestry Production & Processing
13	Natural Resource Management
14	Fisheries Science
15	Commerical Fishing
16	Seafood Processing
20	Architecture
21	Interior Design
24	Life Science, General *(Anatomy, Bacteriology, Biology, Botany, Ecology, Genetics, Marine Biology, Zoology, etc.)*
25	Community or Social Services *(Law Enforcement, Fire Protection,Public Administration, Social Work, Parks and Recreation Management, etc.)*
26	Law
27	Social Sciences *(Anthropology, Archaeology, Criminology, Economics, History, Political Science, Sociology, Psychology, etc.)*
30	Business & Commerce, General
31	Accounting
32	Advertising
33	Banking
34	Business Management
35	Office Occupations
36	Recreation & Tourism
37	Transportation & Public Utilities
40	Communications, General
41	Journalism
42	Broadcasting *(Radio & TV)*
43	Advertising
45	Computer & Information Services
46	Computer Programming
48	Computer Systems Analysis
50	Foreign Languages/Humanities
51	Religious Studies/Theology
55	Home Economics/Family Life
60	Trade & Vocational, General
61	Aviation Technology
62	Auto Repair *(Engine & Body)*
63	Carpentry & Construction
64	Diesel Technology
65	Electricity *(House Wiring)*
66	Heavy Equipment Operations
67	Welding & Metal Fabrication
68	Cosmetology
69	Aviation Associated Careers *(Commercial Pilot, Flight Attendant, etc.)*
75	Elementary and/or Secondary Education
80	Engineering, General
81	Aerospace Engineering
82	Electrical Engineering
83	Mechanical Engineering
85	Fine or Applied Arts, General
86	Commercial Arts
87	Music
88	Drama
90	Health Profession, General
91	Nursing
92	Dentistry
93	Medical, M.D.
94	Chiropractic
95	Mental Health
96	Physical Science, General *(Geology, Physics, Oceanography, Mathematics, Chemistry, etc.)*
99	Other

16. What is your social security number? *(This is voluntary information and will only be used for follow-up.)* _____

IF YOU DO NOT PLAN ANY ADDITIONAL SCHOOLING, STOP HERE.
If additional schooling is planned, please continue with the survey on back.

17. Using the table below, indicate by number the state in which you plan to attend a postsecondary institution..... (Enter 1-52) ☐

1. Alabama	14. Illinois	27. Montana	40. Rhode Island
2. Alaska	15. Indiana	28. Nebraska	41. South Carolina
3. Arizona	16. Iowa	29. Nevada	42. South Dakota
4. Arkansas	17. Kansas	30. New Hampshire	43. Tennessee
5. California	18. Kentucky	31. New Jersey	44. Texas
6. Colorado	19. Louisiana	32. New Mexico	45. Utah
7. Connecticut	20. Maine	33. New York	46. Vermont
8. Delaware	21. Maryland	34. North Carolina	47. Virginia
9. District of Columbia	22. Massachusetts	35. North Dakota	48. Washington
10. Florida	23. Michigan	36. Ohio	49. West Virginia
11. Georgia	24. Minnesota	37. Oklahoma	50. Wisconsin
12. Hawaii	25. Mississippi	38. Oregon	51. Wyoming
13. Idaho	26. Missouri	39. Pennsylvania	52. Foreign

18. If your answer in question 17 was Alaska, indicate which Alaskan institution you plan to attend by using the list below. *(If you are not going to school in Alaska, skip this question.)* ..... (Enter 1-22) ☐

1. Alaska Bible College
2. Alaska Pacific University
3. Alaska Vocational-Technical Center at Seward
4. Hutchison Career Center
5. Kotzebue Technical Center
6. Sheldon Jackson College
7. Technical Institute, Business College or Trade School
8. University of Alaska Anchorage
9. Anchorage College
10. Kenai Peninsula College
11. Kodiak College
12. Kuskokwim College
13. Matanuska-Susitna College
14. Prince William Sound Community College
15. University of Alaska Fairbanks
16. Chukchi College
17. Northwest College
18. Tanana Valley College
19. University of Alaska Southeast
20. Islands College
21. Ketchikan College
22. University of Alaska Extension Center Near Home

19. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two *most important* reasons and the one *least important* reason for your choice.

(Enter 1-18)

A. **Most Important** reason for my selection..... ☐
B. Second most important reason for my selection..... ☐
C. **Least Important** reason for my selection..... ☐

1. Intramural athletics/recreational activities
2. Sororities/fraternities/student organizations on campus
3. Want to attend school "outside"
4. Geographic location/weather/climate
5. Encouragement from parents/relatives
6. Encouragement from teacher(s)/principal/counselor
7. Encouragement from college representative
8. Availability of jobs while in school
9. Low tuition and living expenses
10. Reputation or prestige of school
11. Availability of program
12. Availability of financial aid
13. Close to home
14. Religious atmosphere
15. My friends will be there
16. Availability of campus housing
17. Intercollegiate athletic program)
18. Other *(please specify)*:

_____

20. What do you think your major area of study in college will be?_____

21. Do you plan to live in Alaska upon completion of your chosen program? (1=Yes, 2=No)..... (Enter 1 or 2) ☐

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

APPENDIX B

SELECTED DATA TABLES

TABLE 25
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,485	51.0
Female	1,407	48.4
No Response	18	0.6
TOTAL	2,910	100.0

TABLE 26
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	511	17.6
Black	85	2.9
Oriental	87	3.0
Caucasian	2,016	69.3
Hispanic	62	2.1
Other	108	3.7
No Response	41	1.4
TOTAL	2,910	100.0

TABLE 27
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under $15,000	347	11.9
$15,001 to 25,000	375	12.9
$25,001 to 40,000	652	22.4
$40,001 to 50,000	454	15.6
$50,001 or over	875	30.1
No Response	207	7.1
TOTAL	2,910	100.0

TABLE 28
DISTRIBUTION OF SENIORS
BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	2,689	92.4
Other	186	6.4
No Response	35	1.2
TOTAL	2,910	100.0

TABLE 29
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	No.	%	No.	%	No.	%	NO.	%
Part-Time Job	2,011	69.1	825	28.4	74	2.5	2,910	100.0
Full-Time Summer Job	2,047	70.3	797	27.4	66	2.3	2,910	100.0
Work Study	785	27.0	2,005	68.9	120	4.1	2,910	100.0
Supervised Others	1,139	39.1	1,668	57.4	103	3.5	2,910	100.0
No Work Experience	246	8.5	2,459	84.5	205	7.0	2,910	100.0

TABLE 30
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING					
	OUTSTANDING		AVERAGE		POOR	
	No.	%	No.	%	No.	%
Variety of Courses	536	18.7	1,812	63.2	486	17.0
Quality of Instruction	772	26.9	1,941	67.7	132	4.6
Counseling Services	852	29.8	1,372	47.9	568	19.8
Special Help, if Needed	596	20.9	1,552	54.5	378	13.3
School Rules and Discipline	436	15.2	1,593	55.7	794	27.7
Grades, Marks, and Promotion	442	15.4	2,183	76.2	215	7.5
Athletic & Recreation Facilities	903	31.6	1,528	53.5	370	12.9
Library & Learning Centers	766	26.8	1,637	57.2	382	13.3
Vocational Training	754	26.5	1,590	55.8	281	9.9
Laboratory Facilities	421	14.8	1,618	56.7	609	21.3
Overall Satisfaction	765	26.7	1,787	62.5	288	10.1

TABLE 31
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under $15,000	149	191	145	195	192	150	162	180
$15,001 to $25,000	150	212	141	219	176	188	162	202
$25,001 to $40,000	202	432	205	431	304	335	283	353
$40,001 to $50,000	157	285	151	291	217	226	174	269
$50,001 or over	246	611	262	593	386	472	346	511
No Response	69	114	58	125	96	89	79	107

TABLE 32
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY SEX

GRADES	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Mostly A's	251	16.9	351	25.0	602	20.8
Mostly B's	612	41.2	703	50.0	1,315	45.5
Mostly C's	553	37.2	323	23.0	876	30.3
Below C's	57	3.9	14	1.0	71	2.5
No Response	12	0.8	16	1.0	28	0.9
TOTAL	1,485	100.0	1,407	100.0	2,892	100.0

TABLE 33
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY RACE

GRADES	ALASKA NATIVE		BLACK		CAUCASIAN		OTHER	
	No.	%	No.	%	No.	%	No.	%
Mostly A's	60	11.7	9	10.6	474	23.5	55	21.4
Mostly B's	221	43.3	46	54.1	931	46.2	110	42.8
Mostly C's	201	39.3	27	31.8	555	27.5	82	31.9
Below C's	22	4.3	1	1.1	41	2.0	7	2.7
No Response	7	1.4	2	2.4	15	0.8	3	1.2
TOTAL	511	100.0	85	100.0	2,016	100.0	257	100.0

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